



# Foods for Strength

Year levels 3–4

## Curriculum Links

### Health and Physical Education

- Food choices contribute to health and wellbeing.
- Health can include a positive outlook, a strong body and resistance to illness.
- We eat a variety of fresh foods to provide our bodies with the nutrients that make every part of our bodies healthy.

## Resources

- Paper and coloured pencils for drawing

## Location

The classroom

Duration:  
45 minutes

## Foods for strength

- Ask the students to describe or draw a very, very, very strong person.
- They might draw or describe someone with bulging muscles, big strong legs and thick arms. (Some students might know about Popeye.)
- Which parts of our body make us strong? (The answer here could be many things – muscles, bones, strong heart and lungs, big size, good health ...)
- Being healthy means you have healthy muscles (muscles that are not necessarily huge, but working well). You have strong bones, a good heart and lungs. You don't get sick very often.
- Discuss: Strength is not just weightlifting. Strong muscles also mean you can walk up the stairs carrying your bag. You can dig in the garden. You can walk a long way, climb hills, play a whole game of footy or netball.
- Ask: 'What are some things we can do when we are strong?' (If you need to prompt students, give them locations, such as in the classroom, in the garden, in the kitchen, on the playground ...)

## Statements of strength

- Discuss: Do students think that mental strength is a part of being strong? In what sorts of ways can we be strong mentally as well as physically? (e.g. having a positive outlook, being capable of solitary reflection, being emotionally resilient and keeping things in perspective.)
- Depending on time, you might get students to complete this statement in their workbooks: *When I am strong, I can ...*
- Prompt students to include mental as well as physical strength in these 'Strong Statements'.
- Students might decorate or add images to their statements, if time permits.
- If studying the Olympics, students might come back to the motto 'Swifter, Higher, Stronger' and make their own motto about for how they want to be strong.

## Extensions/variations

- Kitchen and garden extension ideas are on the next page. Of course, before undertaking the garden speed test, you probably want to have a large pile of mulch or similar that needs moving, anyway, and not all students can do this at once. Set one group to the task and ask them to report on their experience to the others at the end of the garden class.



# Food for Strength and Speed

## Food for strength

Kitchen or classroom extension

### Nutritious Nosh

Design a menu that includes all four of the different types of foods discussed in class:

- *Colourful fresh vegetables*
- *Grains and cereals*
- *Dishes with meat, fish, chicken or eggs*
- *Foods containing cheese or milk.*



Don't forget that there may be more than one types of food in one recipe.

- How many colours are on your plate? (More than three colours can indicate a good variety of foods.)
- Try some traditional pairings such as pasta and tomatoes, cheese and egg – can you increase the variety on your plate? Don't forget raw foods and dishes like cut vegetables and dip.

## Food for speed

Garden class extension

### Wheely-lympics

Time yourself or count the number of buckets you can carry or wheelbarrow loads you can push in ten minutes.

Remember to lift safely. How can you use your legs to help you lift heavy buckets or a wheelbarrow?

You will need a stopwatch or timer and someone in your group to monitor your progress and cheer you on!

Questions:

- Is it harder at the beginning or at the end of your ten minutes?
- How do you feel?

